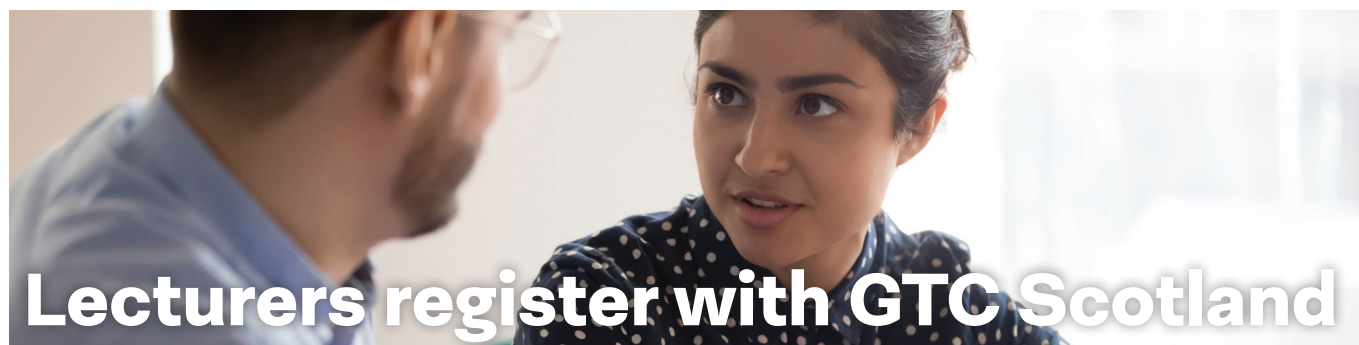


Inspiring Lecturers

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Lecturers register with GTC Scotland

Over 200 lecturers have now joined the GTC Scotland register from the three pilot colleges – Dundee and Angus, Forth Valley and Glasgow Kelvin – with nearly 200 more completed applications working their way through the system. This is an excellent start and the feedback received so far from college lecturers, managers and HR/OD departments in the pilot colleges is already helping us to make changes to systems and processes to ensure the national roll out of mandatory registration from August 2021 is as smooth as possible.

The pilot has been extended to 31 March 2021, which means that if you are an eligible lecturer in a pilot college you should complete your registration by that date (please contact your local HR or EIS rep if you are having difficulties or will not be able to meet the deadline).

Informal feedback from the pilot participants so far has indicated that the main concerns involve completion of the ePVG and submission of TQFE or PGDE certificates. See our 'Get ready for registration' guide below.

We are keen to gather more formal feedback about the registration

experience and a questionnaire will be distributed to staff involved in the pilot colleges in the coming weeks.

We are also keen to understand the position of staff who are not currently eligible for registration, particularly those on pre-April 2019 contracts and staff who do not have a TQFE or recognised PGDE.

Your feedback will help us to develop registration rules to cover all lecturers from April 2022. Staff in pilot colleges will receive a separate questionnaire asking about teaching qualifications. We appreciate your time and help in completing this.

Get ready for registration

Do you hold a TQFE or a recognised Primary or Secondary PGDE qualification? Are you #GTCSRegistrationReady?

College lecturer registration with GTC Scotland will be mandatory from August 2021. Don't have a teaching qualification? Don't panic, you will be registering from April 2022 onwards. Lecturers eligible for registration from August 2021 will receive an email inviting you to register and giving further instructions. In the meantime, make sure you are #GTCSRegistrationReady!

- Do you know your PVG number? All new registrants with GTC Scotland are required by law to update their ePVG. If you have a copy of an old PVG, your number will be on this. Alternatively, your college HR department or Disclosure Scotland can provide this.
- You will also need three pieces of identification for the ePVG e.g. passport, birth certificate, utility bill. It doesn't look like we'll be jetting off to foreign climes any time soon, so put these in a safe place for August.
- Most importantly of all, you need a

copy of your teaching qualification. If you don't have a copy, check with your college HR department in the first instance. If they don't hold a copy, you will need to contact your university provider for confirmation of the award. We can accept an email confirming the award in lieu of the certificate (if you completed in 2019/20 or 2020/21 session, you may only have an electronic version due to Covid – this is absolutely fine).

Spread the word... get #GTCSRegistrationReady.

Lecturer registration – what does it mean for me?



With the pilot projects in three colleges across Scotland now well under way, we continue our series of interviews with lecturers to find out more about what registration means for them, its impact on their daily practice and their experience of engaging with the registration process.

In this edition, we talk to Anne-Marie Harley, an ESOL lecturer and member of the EIS-FELA Executive at Forth Valley College.

Why do you believe registration is important for college lecturers?

I view registration with GTC Scotland as a key step in ensuring that the professionalism of college lecturers across Scotland is recognised and valued.

Being professional and being recognised as a professional, are different things. After almost 20 years of working in the college sector, I am continually in awe at the professionalism demonstrated by my colleagues, who, in seeking to meet the needs of a diverse range of learners, effectively deliver vocational and academic qualifications.

Pre-pandemic, a walk through a college campus would have highlighted the range of learners being taught and supported by lecturers in both vocational and academic areas in equal

esteem, from degree students, gas engineers and hairdressers to plumbers, joiners and business and computing students, to name a few. The diverse nature of the age groups attending, and the differing needs of students would also have been noteworthy. The mode of delivery may have changed at this time but the student body remains as diverse, including young people who may find engagement in education challenging, people with mental health issues, people with additional support needs, people who have English as an additional language, adult returners and school pupils.

And for each of them, success will mean different things. For some of my students, for whom English is an additional language, having the confidence to participate in a conversation with a health care professional and be able to describe their symptoms, will be a milestone. For others, the skills learned in ESOL classes, will have been the first step towards completing an HND and securing a place at University.

All lecturers take personal pride in their student's successes, but these achievements do not happen in isolation. The knowledge, skills and experience needed to meet the array of learners' needs is underpinned

by the Professional Standards for Lecturers in Scotland's Colleges.

The vision outlined in the Standards recognises that 'professional lecturers contribute to making Scotland a great place to live, learn and work by transforming lives through high quality learning' and acknowledges the central role which lecturers play 'in enabling people from all sections of the community to be included in education'.

For too long the professionalism referred to in the Standards has been overlooked. Registration means that finally this professionalism is being formally recognised and college lecturers can now rightly take their place, alongside other educators, as an essential part of the Scottish education system.

What do you think registration will mean for college lecturers?

The gradual rollout of the process has allowed time for more meaningful conversations about registration, both locally among fellow lecturers but also with people from outwith the sector, who, through these discussions, have developed a greater understanding of the multifaceted nature of college education.

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College professionals welcomed to GTC Scotland

Pam Currie and Derek Timpany have joined Vikki Robertson in GTC Scotland's senior education team, spearheading the organisation's role in the College Lecturer Registration Programme. Pam and Derek bring a wealth of experience from the college sector, Derek as a former Associate Dean at City of Glasgow College and Pam from Glasgow Kelvin College and former EIS FELA President. GTC Scotland Council has strengthened its college expertise with the co-option of John Kelly, from West College Scotland. John will serve as an elected registered member in the Teachers/Lecturers in Further Education in Scotland category.



Derek



Pam



John

The pilot project has been invaluable in highlighting, what I believe, are the three key benefits of registration:

1. Formal recognition as professional educators. Although college lecturers have qualifications and experience in their own areas of specialism, they are also required to have or attain a recognised teaching qualification. This is central to the role and ensures that when planning delivery, lecturers are qualified to identify, use and subsequently reflect on the appropriate pedagogical approach to meet learners' needs. This cyclical model of planning, teaching and assessment ensures that students receive high-quality learning experiences, which help them to develop greater independence in learning and problem-solving skills. This constructivist approach to education goes far beyond a one-dimensional instructional approach. Registration recognises the importance of professional teaching qualifications in preserving high-quality educational experiences for college students.

2. Viewed as a career, not just a job! As well as maintaining industry standards in their area of specialism, lecturers are also required to develop professional learning in educational approaches. In the past, continuing professional development (CPD), in many colleges, has been driven by strategic and operational plans, which do not always meet individual needs. This has led to generic and often meaningless CPD being foisted on lecturers, rather than a self-evaluative and reflective practice approach. Handing control back to lecturers will empower them to develop and enhance their own practice, for the benefit of all.

3. Developing the professionalism of the sector. With the introduction of the Standards, held by GTC Scotland, registration offers an opportunity to bring the Standards to the fore, playing a meaningful role in shaping and developing professional practice, in creative and supportive environments, and in responding effectively to the needs of learners and the local community.

Championing lecturer registration

Simon Hewitt is Principal at Dundee and Angus College

Dundee and Angus College (D&A) has been part of what Simon Sinek might term the 2.5 per cent of a population that are 'innovators' when it comes to GTC Scotland registration in the college sector.

Since 2015 we have worked closely with GTC Scotland, becoming the first college in Scotland to go through the Professional Update (PU) validation process and to be successfully validated. This quality mark offers assurance to our lecturers, and the education system in Scotland, that D&A meets the national requirements for professional learning. We have very recently become the first college to be revalidated, book-ending a very productive partnership for the two organisations.

D&A is proud to be a forward-thinking and innovative college, so during the last six years we have purposely worked with GTC Scotland in the phase before early adoption of a new way of doing things. We wanted to be at the table, understanding GTC Scotland and what was on offer in terms of career-long professional learning and development, and how our lecturers could benefit from registration with GTC Scotland.

We are now well into the College Lecturer Registration pilot journey with our colleagues in Forth Valley College and Glasgow Kelvin College, all working in partnership with GTC Scotland, EIS-FELA and Colleges Scotland to understand and shape the lecturer registration model for the benefit of all lecturers in the sector.

Supporting staff to grow

At D&A, we believe in supporting every staff member to reach their potential. Every lecturer, and every member of support staff, should have control over their professional and

personal development. That's why we've been so involved in the work to establish registration with GTC Scotland in the sector. We want the best possible opportunities and resources for our staff to develop their practice, and to learn and grow as lecturers and as people.

The GTC Scotland model and approach helps us to do this, as it leads with the needs of staff members first and foremost – something we have long championed at D&A in terms of reaching individual potential and professional fulfilment. Professional lecturers are the best placed people to reflect on and evaluate their own strengths and weaknesses, using this to create plans for their own development.

Professional Update, the ongoing process which requires lecturers to record and reflect on their career-long professional learning, also provides a valuable mechanism to consider individual growth over a significant period of time. The inclusion and recognition of a vast array of professional learning methods and opportunities such as readings, attending training and conferences, scholarly activity and of course professional dialogue is welcomed, as these are very much aligned with our ways of working at D&A.

One of the other important elements of this work is the partnership element, not only between GTC Scotland and colleges, but with Colleges Scotland and EIS-FELA too. By collaborating

and learning together through this pilot phase, we are combining our skills, knowledge and understanding to build foundations which will last for years to come in the sector.

We have always recognised the professionalism of our

lecturers at D&A, and we are proud to be championing the move to registration with GTC Scotland within our sector.





The registration of college lecturers: looking back, looking forward

Ken Muir is Chief Executive and Registrar of GTC Scotland

In my last few weeks at GTC Scotland, it is a good time to look back and reflect on the progress made in the registration of college lecturers; something that has been a major programme for my organisation since we first became involved in December 2018. That date, December 2018, is significant.

It has long been the ambition of GTC Scotland's Council to extend registration to college lecturers, beyond the 400 or so who volunteered to be on our Register. However, it was the signing of the May and November 2017 NJNC Agreements and the issuing of Circular 03/18 in June 2018 that made registration mandatory.

The significance of these dates should not be lost, since none of the arrangements for potential registration were discussed with GTC Scotland when negotiations were taking place. Had this happened, the path to registration would undoubtedly have been smoother (and possibly quicker) than has been the case; although the Circular's ambition of having the requirements for registration agreed and in place by April 2019 was probably always going to be a step too far.

I think it's fair to say that, since December 2018 and the first meeting of the College Lecturer Registration Working Group (CLRWG) in January 2019, lots of issues have had to be addressed. A critically important one has been clarifying the apparently naïve assumption of some that registration involves simply drawing up a list of all lecturers in Scotland's colleges. Were it that easy, we would have readily met the April 2019 deadline!

The journey to registration

Getting Scottish Government to transfer responsibility for the Professional Standards for Lecturers

in Scotland's Colleges to GTC Scotland was an important first step in supporting the lecturer registration journey. Since then, much work has been done to create the infrastructure to allow registration to happen.

The list below covers just a few of the things that have had to happen to make the complexity of registration a reality.

- Conduct a comprehensive review of the teaching qualifications landscape, including TQFE, across the college sector, and consider the sufficiency to meet future demand, pathways, equivalencies, and models of delivery.
- Set out routes to registration for all lecturers whatever their background.
- Establish a Professional Code of Conduct which is appropriate and relevant to the college sector and, in conjunction with the Professional Standards for Lecturers in Scotland's Colleges, promotes professionalism across the college sector, for formal enactment. Our aim is to have a Code in place by August 2022.
- Develop and launch bespoke registration and professionalism information and guidance for college registrants and employers.
- Review, adapt and launch GTC Scotland's online professional learning platform (MyPL) to suit the identified requirements of the college sector.
- Adjust and develop internal GTC Scotland IT systems to accommodate bringing on to the Register all college lecturers.

Progress with registration has been good since the three pilot colleges have come on board and we have sorted out data sharing protocols. Lessons are being learned through the pilot that will make it possible to open registration for all lecturers across Scotland with TQFE from August 2021. On the

current schedule, it is anticipated that all remaining lecturers will be able to register from April 2022.

Enhancing lecturer professionalism

Registration (and the regulation that goes with it) is fundamentally about recognising and enhancing the professionalism of the lecturing workforce in Scotland's colleges. In my former role as Chief Inspector of Education, I had responsibility for the college sector and the reviews carried out by HMI. Although I cut my teeth as a secondary teacher, I quickly saw what the college sector had to bring to Scottish education and became, and remain, a strong advocate for the work of lecturers and colleges across Scotland.

I have seen first-hand across many colleges the great work carried out by lecturers and the power of a college education in transforming the lives of students.

Registration of all lecturers with the professional body for the teaching profession can only enhance the quality of the offering made by colleges and increase public and partner confidence in that offering made to students across Scotland studying in the college sector.

Looking forward, there is still much to do to ensure the complete success of the lecturer registration programme. However, I am confident that the partnership working demonstrated to date in the CLRWG involving EIS-FELA, Colleges Scotland/Employers' Association and GTC Scotland, with the College Development Network (CDN) now coming on board, will ensure that success and will further enhance the status and profile of Scotland's lecturing workforce and the college sector for the future.

Are you brave enough?

There are plenty of ideas about how education could be, but changing lifelong patterns and taking risky steps is challenging and uncomfortable. Welcome to the Creative Bravery Festival



At the end of January 2020, as part of the Fire Starter Festival, a group of educators, parents, designers and creatives formed a collective to re-imagine education – specifically a world where education was not a linear process, and universities, colleges and schools worked together.

“It was one of those sessions that, when the day finished, we thought ‘this is amazing’, but you thought ‘that’s never going to happen,’” said Helena Good, Design Lecturer and Team Leader of the Daydream Believers Programme at Edinburgh College.

The Covid pandemic hit and those musings became a reality as the physical campus became a virtual one. Exams were cancelled and educators and students found themselves on an equal footing as they both took tentative steps into the world of online teaching. The cancellation of many events, particularly the Scottish Learning Festival, presented an opportunity for educators to do something different. Cue the launch of the Creative Bravery Festival, with a vision of how businesses, education, charities

and the arts could come together as a community to reimagine education. There was one criterion: that your story must be creatively brave.

“The team listened and connected with communities and networks, gathering stories and examples of brave and creative practices happening within education and beyond,” Helena explained. “It wasn’t just about being creative. It was about bravery; where you had done something, despite fear, often creating an uncomfortable situation. We wanted people to speak from the heart and be brave. What transpired was beyond our wildest dreams, with stories of humility and insight.”

Take a tour of the festival

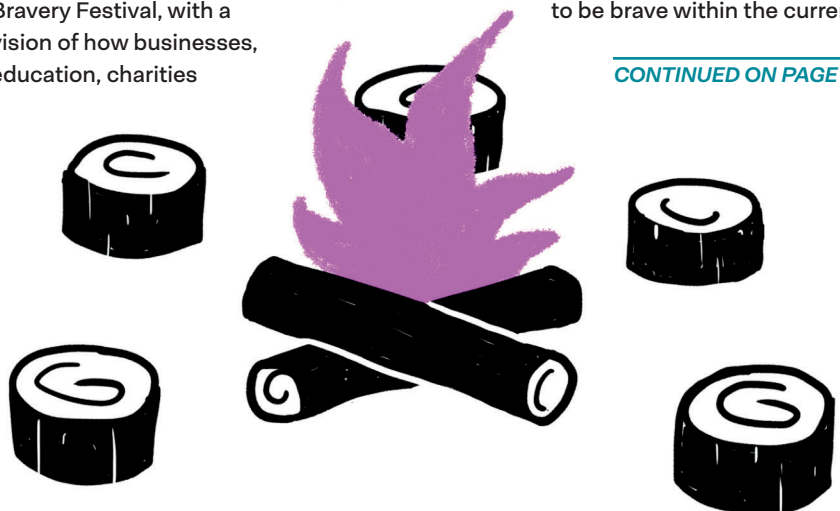
To truly understand the scope of the festival you need to go there: creativebraveryfestival.com

Visit the Ideas Playground, where anyone can share a creatively brave idea. Embrace the warmth of the Bonfire, and hear about what it means to be brave within the current

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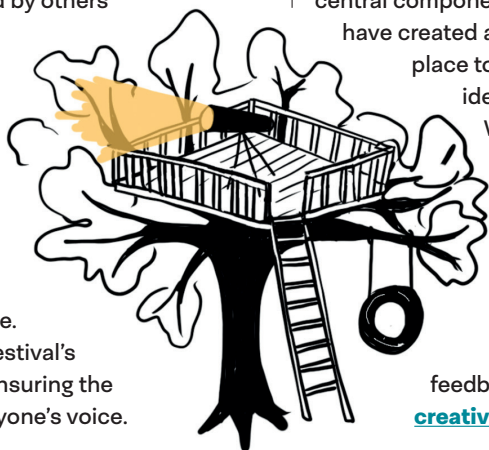
Helena Good,
Edinburgh College



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education system. Drop-in to the Creativity Toolshed for inspiration and for a variety of creatively brave resources. Stop by the Discovery Tent and be inspired by others sharing their stories of creative bravery. Climb up to the Lookout Tower to gaze and wonder about where we go from here.

Key to the festival's success was ensuring the validity of everyone's voice.



Helena explained: "What we were really interested in was the opportunity to create a level playing field, where the voice of an eight-year-old child held as much strength as a director of education." Lighting a torch was another central component. "We believe we have created a learning ecosystem, a place to spark and support new ideas and brave thinking.

We would encourage anyone with a vested interest in education to visit the field and share your thoughts on how we can sustain and develop this."

Send your

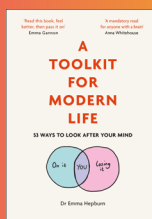
feedback to hello@creativebraveryfestival.com

Helena's creative bravery

There's something in the words "creative bravery" that seems to resonate with so many people now. The reason behind that is while not a lot of people think they're creative; every single one of us is being brave. When you put bravery and creative together, people start to think actually, maybe I am creative. And maybe my bravery is understanding and recognising that. The Creative Bravery Festival has been an amazing journey. For me, this was about spark; a torch lighting another torch and the lights that have come from that – the amazing contacts and people who have ignited something.

Winner of A Toolkit for Modern Life

In the last edition of *Inspiring Lecturers*, we ran a competition to win Dr Emma Hepburn's new book. Congratulations to Tom Duff from City of Glasgow College. Tom's top tips for managing mental health and wellbeing are:



1. Be kind to yourself and others
2. Daily exercise
3. Headspace activity
4. Eat well
5. Sleep well
6. Reduce screen time.

GTC Scotland has curated and created a wealth of bespoke resources for teaching professionals on our Health and Wellbeing Hub. The resources cover a broad range of topics from managing anxiety to developing coping mechanisms and relaxation techniques. You can find these and much more at bit.ly/gtcsHandW



Share your experiences of professional learning

One important aspect of the College Lecturer Registration Project is to promote and develop lecturer professionalism. To this end, the Professionalism Sub Group has been working on the development of an A-Z of college lecturer professional learning. We intend to complete this in the spring of 2021 and are keen to include as many contributions as possible from across the sector.

What can be included? Any piece of professional learning you've completed which has had an impact on you as a lecturer and – of course – on your students.

What do we mean by professional learning? We are keen to include diverse a range of professional

learning as possible. You might have explored a new online platform, had a virtual chat with colleagues about what works best for remote learning, arranged an industrial visit or speaker, participated in an academic conference or experimented with a flipped classroom. Professional learning doesn't need to be a formal course or CPD session, it can be much, much more!

What do I need to do? Contact pam.currie@gtcs.org.uk with your idea. Remember to include your name, college and your subject area or college role. We have a format for written submissions but are also keen to record some interviews and videos about professional learning.